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WORKSHOP FOR GUIDELINES FOR LOCAL SUPERVISORS IN BUSINESS AND OFFICE EDUCATION (THE OHIO STATE UNIVERSITY, JUNE 21-JULY 9, 1965).

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IN AN EFFORT TO MEET THE NEW DEMAND OF INCREASING ENROLLMENT AND THE ENLARGEMENT OF THE SCOPE OF BUSINESS AND OFFICE EDUCATION, THE OHIO STATE DEPARTMENT OF EDUCATION HAS INITIATED A PROGRAM TO INCREASE THE QUANTITY AND TO IMPROVE THE QUALITY OF LOCAL SUPERVISION. THE GUIDELINES COVER THE RESPONSIBILITIES OF THE SUPERVISOR IN AREAS OF SUBJECT MATTER, TEACHING METHODS, INSTRUCTIONAL STAFF, MATERIALS AND EQUIPMENT, WORKING WITH ADMINISTRATIVE PERSONNEL, RESEARCH, BUDGETARY MATTERS, PUBLIC RELATIONS, GUIDANCE, PLACEMENT, FOLLOWUP, EVALUATION, AND STUDENT TEACHING. THE APPENDIX CONTAINS THE FOLLOWING SAMPLE FORMS -- AN APPLICATION FOR APPROVAL OF REIMBURSEMENT OF THE SUPERVISOR OF BUSINESS AND OFFICE EDUCATION, A TIME PLAN FOR LOCAL SUPERVISORS, A SURVEY OF BUSINESS OFFICES AND STORES, A FOLLOWUP STUDY OF GRADUATES OF THE BUSINESS COURSE, AND CRITERIA FOR EVALUATING THE BUSINESS EDUCATION PROGRAM. (PS)

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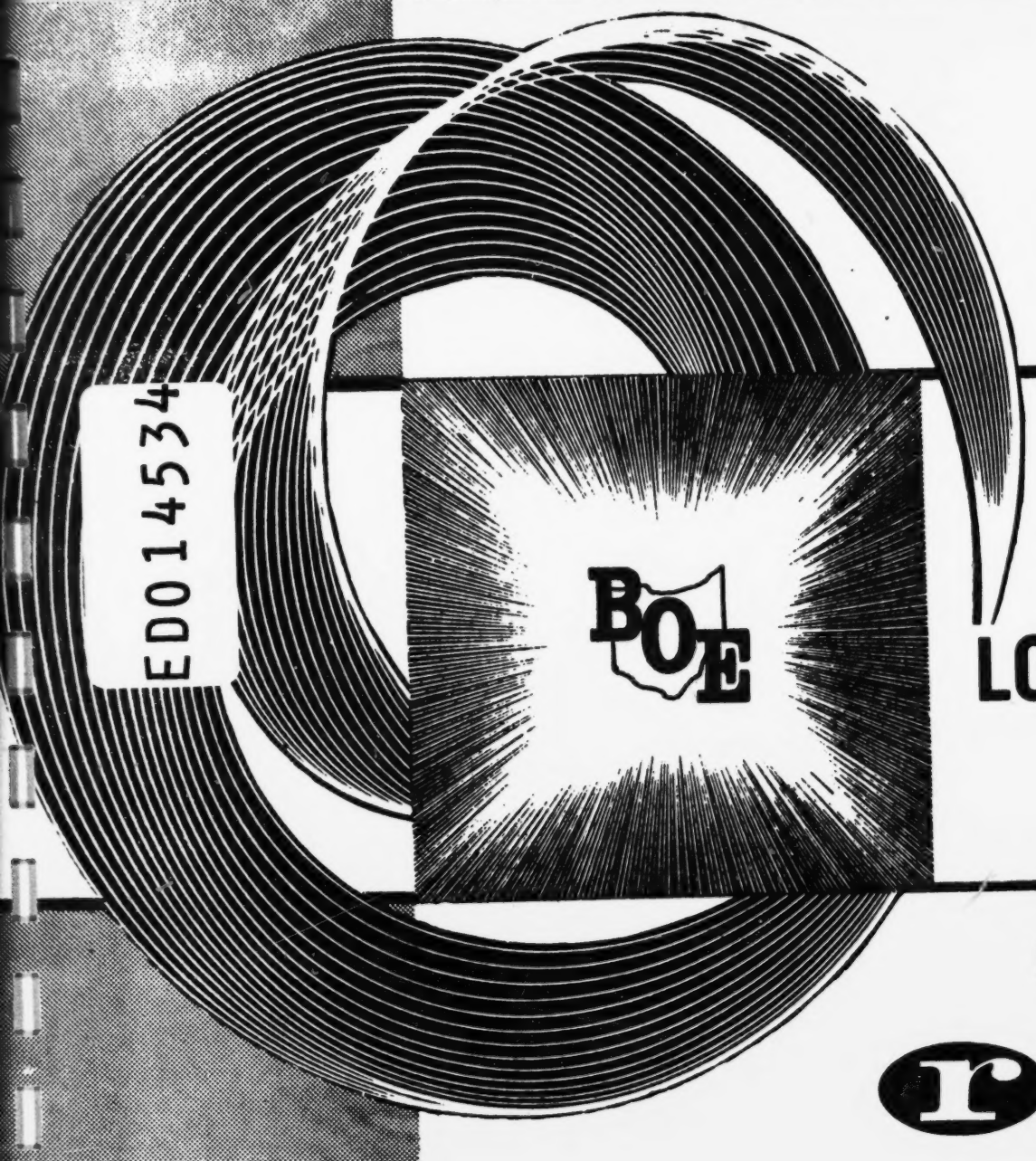
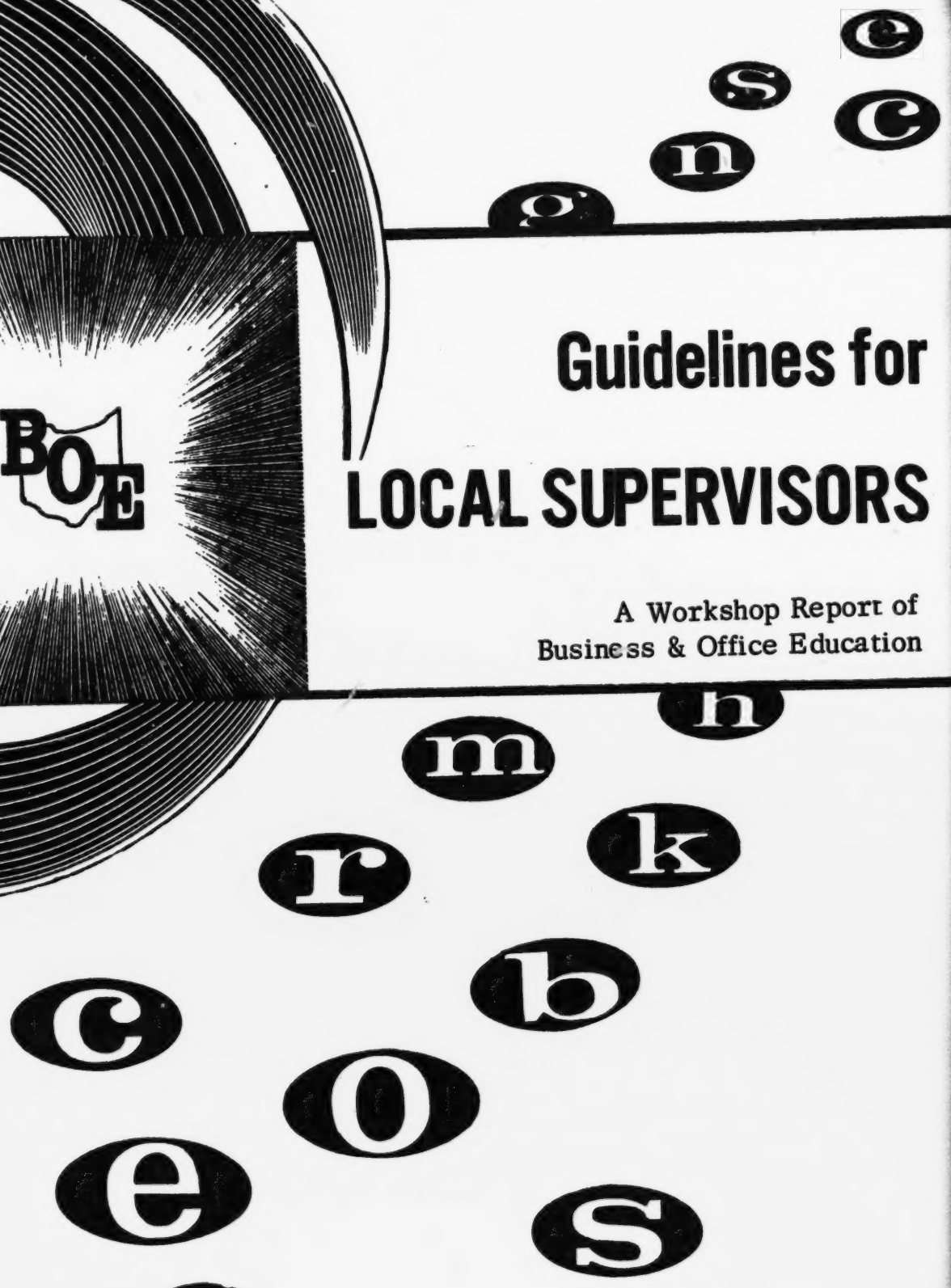


Guidelines for LOCAL SUPERVISORS

A Workshop Report of
Business & Office Education



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Division of Vocational Education
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In cooperation with The Ohio State University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Workshop Report

of

GUIDELINES for Local Supervisors in

Business and Office Education

OHIO STATE BOARD OF EDUCATION

Martin Essex
State Superintendent of Public Instruction
State Department of Education

Division of Vocational Education
Byrl R. Shoemaker, Director

May, 1966

Workshop for

GUIDELINES FOR SUPERVISORS IN BUSINESS AND OFFICE EDUCATION

held at

The Ohio State University

June 21 - - July 9, 1965

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Foreword

This guide for local supervisors in business and office education was developed in a three-week workshop, "Guidelines for Supervisors," held on the campus of The Ohio State University at Columbus from June 21 through July 9, 1965.

In an effort to meet the new demand of increasing enrollment and the enlargement of the scope of business and office education, the Ohio State Department of Education has initiated a program to increase the quantity and to improve the quality of local supervision. It is hoped that this effort will contribute not only to a thorough vocational preparation in business and office education but also to the improvement of business education's contributions to the total educational program for Ohio's high school youth.

The purpose of this report is to serve as a general guide for local supervisors of business and office education programs in Ohio schools. The primary objective is upgrading the quality of business and office education.

In the implementation of the Vocational Education Act of 1963 and the Elementary and Secondary Education Act of 1965, the number of supervisory personnel in business and office education will be greatly increased. This legislation will lend impetus to a reassessment of current supervisory practice. The workshop report that follows is the first step in developing a meaningful framework for conceptualizing a new more dynamic supervisory program. The guide attempts to promote activities and understandings to strengthen the teaching-learning process by helping the supervisor to assist the teacher in identifying and solving problems of mutual concern to administrator, supervisor, teacher, and student. To support this philosophy, the workshop members have included responsibilities of the supervisor in the areas of subject matter, teaching methods, instructional staff, materials and equipment, working with administrative personnel, research, budgetary matters, public relations, guidance, placement, follow up, evaluation, and the student teacher.

The appendix contains sample instruments which the local supervisor may examine to help him to develop his own materials to meet specific local needs. It also contains a list of the Ohio State Department of Education forms used in setting up and operating vocational programs in business and office education.

ACKNOWLEDGEMENT

The impact of need for vocationally educated persons for office occupations has expanded the study, depth, and administrative demands on the school systems of Ohio. The changes being demanded in buildings, equipment, personnel up-grading and replacement, curriculum study, textbook analysis and revisions, along with the unusual interest in guidance and counseling to assist the student in wise choice making, have increased the needs for local supervision of Business & Office Education programs in Ohio.

This first workshop for supervisors and prospective supervisors of Business & Office Education was predicated on the need to formalize a very elusive field of administration. The federal, state, and local systems find need to get specialists' opinions and recommendations on a continuing basis. Where sufficient vocational units are approved, supervisors may be added with assistance from the Vocational Division, State Department of Education. These guidelines have been drafted by the workshop as a trial document for use in the embryo stage of supervisor development in Ohio. Use it in your work and study. Any suggestions for changes will be gladly accepted at the state supervisor's office.

We wish to pay special recognition to Dr. William E. Jennings of The Ohio State University and Mr. Noble Fritz of the Montgomery County (Maryland) Public Schools for conducting this workshop; also, we wish to thank Dr. Inez Ray Wells for final editing.

B. R. Shoemaker, Director
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Part I

QUALIFICATIONS FOR SUPERVISORS IN BUSINESS AND OFFICE EDUCATION IN OHIO SCHOOLS

State Requirements

The State Department of Education in Ohio administers the certification of supervisory personnel in accordance with state statutes. The laws and regulations for certification contain the following professional and experience requirements for the Provisional Supervisory Certificate:

1. College graduation with 45 semester hours in business and office education.

2. At least 45 months of satisfactory classroom teaching experience in the field of business and office education.

3. A master's degree including a basic course in each of the following and totaling at least 15 hours:

   a. Research: Preparation in
      (1) reading and interpreting educational research
      (2) design of educational research
      (3) knowledge of statistics necessary for the first two tasks.

   b. Curriculum: Study of curriculum of both the elementary and secondary school levels.

   c. Supervision: Preparation in the understanding of processes of curriculum change and the supervisory functions.

   d. Purpose and organization of the school: Preparation in the understanding of the role of the school in the social order and/or the organization structure of the school and public relations.

   e. Human growth and development.

Personal qualities and awareness of new developments

In addition to the professional requirements above there are other desirable qualities that contribute to effective supervision. These include personal qualities, awareness of change and innovations, and exemplifying ethical standards in the pursuit of responsibilities. Among the qualities needed are:

A. Personal qualities

   1. Leadership ability
   2. Ability to win respect and confidence
   3. Enthusiasm

4. Originality
5. Tact
6. Sincerity
7. Resourcefulness
8. Ability to communicate effectively

B. An awareness of new developments in the field, such as

1. Trends in education and their implications for business and office education which may be obtained from journals and related professional literature

2. Keeping informed about new machines and their application in business and office education

3. Keeping informed about new instructional aids and techniques

4. Keeping abreast of the broader need and application of business and office education to meet new demands of student interest, business and industry, not only on the local level but also on the national level

Professional growth

The supervisor will take reasonable steps to improve his efficiency and the advancement of the profession. He has the obligation of testing out new knowledge and adding to the body of knowledge now available. The professional person participates in the activities of professional organizations that seek to advance the efforts of education. In his behavior he adheres to ethical standards in the performance of those tasks for which he is responsible.

Part II

JOB RESPONSIBILITIES

What supervision is

Supervision in American education has been characterized by the dominant philosophical ideas of the era. The modern concept of supervision has evolved from one that was purely inspectional in nature to a concept that views the supervisory function as one that contributed to the professional growth of the entire staff through cooperative educational leadership.

Supervision is defined as expert technical service primarily concerned with studying and improving conditions that surround learning and pupil growth. In short, it may be described as improving instruction and improving learning. In the modern concept, the supervisor studies and analyzes the total learning situation including goals, materials and equipment, methods, teachers, students, and evaluation in terms of the total program, its projected goals and objectives.

Role of the supervisor

The role of the supervisor has not been as clearly defined as have been those of other administrators in the public schools. It would seem that part of the difficulty comes from changing perceptions of the supervisory function and the unique aspect of each situation that makes the task of defining the role of the supervisor as somewhat of a local problem. However, there are some common grounds.

Areas of responsibility

The supervisor functions as a leader in relating the work of the teacher to various reference groups with which he works. To do this, the supervisor has job responsibilities in several major areas. This section is an attempt to point out the major areas of concern in which the supervisor operates to effect change and contribute to the general improvement of the educational process.

Curriculum development

The supervisor has responsibilities in the curriculum and subject-matter areas, which include:

A. Knowledge of state and federal laws affecting secondary schools and particularly business education.

B. Knowledge of various secondary vocational programs, including

1. Cooperative Office Education (COE) which prepares students for vocational competence in the office occupations

2. The vocational business and office education program (BOE) which offers intensive pre-employment courses of study

3. Programs for disadvantaged youth (Clerical Services)

C. Program and subject-matter content for secondary, post-secondary, and adult students, such as

0100 Accounting and Computing Occupations
0200 Business Data Processing Systems Occupations
0300 Filing, Office Machines, and General Office Clerical Occupations
0400 Information Communication Occupations
0500 Materials Support Occupations: Transporting, Storing, and Recording
0600 Personnel, Training, and Related Occupations
0700 Stenographic, Secretarial, and Related Occupations
0800 Supervisory and Administrative Management Occupations
0900 Typing and Related Occupations
1000 Miscellaneous Office Occupations
9900 Other Office Occupations not elsewhere classified

D. Funding the programs

1. Work in cooperation with curriculum planning committee and/or the administration in implementing programs

2. Coordinate and prepare courses of study and delineate and/or supplement content to meet the needs of the program. (This includes an effort to emphasize communication and mathematics skills continuously in all programs.)

3. Works with teachers in building programs and in informing all teachers of programs in operation.

Teaching methods

The supervisor must be knowledgeable about good teaching methods so that he may offer guidance to the teachers in such areas as:

A. Routine mechanics of classroom operation such as attendance and supplies

B. Methods of good planning, selection of methods and materials, effective evaluation of learning

C. The improvement of voice and speech

D. The use of audio-visual material

E. Classroom environment

F. Proper use of evaluative techniques

G. Effective use of instructional equipment

Instructional staff

A supervisor's responsibilities for staff may include the recruitment and selection of teachers; the orientation of new teachers, and the stimulation of the staff to professional growth.

A. Recruitment and selection of teachers requires:

1. Acquaintance with the laws and regulations for certification of teachers published by the State Department of Education for both vocational and general business teachers

2. Acquaintance with present staff to avoid personality conflicts in new recruits

3. Acquaintance with sources, such as

(a) Experienced teachers in the field
(b) Local and area placement bureaus
(c) Private agencies
(d) Student teachers in the system
(e) College and University placement bureaus

4. Interviewing techniques

5. Credential evaluation. As a resource person in business and office education, the local supervisor may be called upon to assist the school administrator in screening credentials of prospective teachers. Some assessment of the applicants' competencies and personality may be gained from:

(a) College credentials (transcripts, recommendations)
(b) Recommendations from former administrators and supervisors
(c) Personal interviews
(d) Phone calls to recent administrators or supervisors
(e) Conversations with college and university teaching personnel

B. Placement of personnel. Placement of personnel is important to program integrity and over-all success of staff in meeting program objectives. A local supervisor can offer assistance by helping to place personnel in terms of their interests and abilities. This determination can be made in terms of:

1. Areas of previous teaching experience and subjects taught

2. Major and minor fields of academic preparation in undergraduate and graduate studies

3. Work experience in the business area

4. Teacher preference and interest in particular assignments

C. Orientation of instructional staff. At the beginning of every school year and in guiding new teachers, the supervisor has responsibilities in orienting the staff to the forthcoming work. Some possible approaches are:

1. Meet the new teachers and discuss the entire business program

2. Meet with entire business and office education staff and explain new materials, procedures, and courses

3. Help the new teacher to feel at ease; help him to become an accepted member of the staff

D. Professional improvement of staff-methods and techniques

1. Workshops
2. Committees
3. Staff meetings
4. Group counseling
5. Course work at colleges and universities
6. Directed reading
7. Directed observation of certain teachers
8. Field trips to business
9. Business equipment shows within the system
10. Audio-visual aids and other instructional material use
11. Individual problem solving
12. Conferences and adjustment counseling
13. Observation of teachers and facilities in other schools
14. Specific in-service training courses

Instructional materials and equipment

Instructional materials and equipment have become increasingly important in today's modern program in business and office education. A teacher with a full teaching load lacks time to keep up to date; therefore, the supervisor should:

A. See that adequate funds are budgeted for instructional materials and equipment.

B. Keep up to date on new materials and equipment developed in the field.

C. Keep in mind both short-range and long-range goals for up-grading the programs in justifying purchases

D. Evaluate proposed purchase of equipment in terms of present and projected use in community business and industry

E. Evaluate proposed purchase of equipment in terms of present equipment in the business and office education classrooms

F. Assist in developing plans for classrooms and laboratories and provide furniture and equipment specifications

G. Promote efforts for acquisition and use of adequate instructional material and equipment best suited to the various areas of business and office education instruction

H. Develop and control an up-to-date library of audio-visual aids and reference materials; disseminate to staff information on all materials available and their recommended use

I. Provide instruction in the use of new equipment for staff members

J. Be aware of the use made of equipment and materials, and promote further use if necessary

K. Develop and maintain an inventory of all equipment (Equipment received under the Vocational Education Act of 1963 must be tagged and annual accounting arranged.)

L. Arrange service contracts on equipment

M. Develop a procedure for maintaining a record of all regular service calls on equipment in order to judge the merits of various makes of equipment and types of repair services

N. Prepare and provide instructional material needed in the various areas if it is not otherwise available

O. Provide sources and prices of instructional material; make recommendations as to the value

Working with administrative personnel and teachers

The local supervisor recognizes that the instructional leadership of the school district and the local buildings rests with the superintendent and principals respectively. Therefore it is the responsibility of the supervisor to work cooperatively with other administrative personnel in the school district. He must also relate to state officials and to teachers in an effort to articulate the work of the total program.

In working with different personnel, the local supervisor functions by performing some of the following activities:

A. Principals and superintendents

1. Assists the administrator in interviewing and selecting new teachers if specifically requested to do so

2. Makes recommendations regarding class scheduling and student enrollment in business classes to the administrator in charge of program scheduling

3. Serves as liaison between administration and the business staff

4. Keeps the administration informed of the growth and progress of the business department, the professional growth of teachers, any recognition which is given to the department by outsiders, and so on

5. Assists in planning new facilities, additions, renovations and new buildings

6. Assists in articulating the junior high school program with the senior high school program and the senior high school program with post-secondary school programs

B. State Officials

1. Works with state officials in setting up new programs coming under their jurisdiction

2. Checks the accuracy and completeness of reports prepared by teachers for the State Department of Education

3. Submits the reports on or before the deadline

C. Teachers

1. Promotes and maintains harmonious relations among the teachers of the business staff by

   (a) Keeping each teacher informed of policies and future plans through group meetings and/or personal conferences

   (b) According all teachers the same degree of consideration and understanding

   (c) Getting to know each teacher so that he is aware of the teacher's strong points as well as his need for assistance

(d) Giving assistance and encouragement where needed

(e) Giving commendation where deserved

(f) Promoting and organizing inter-visitation within the system and visits to other systems

2. Interprets directives from the State Department of Education to appropriate staff members

3. Promotes interest of all staff members in each program offered

D. Others

1. Cooperates with other departments of the system and with other vocational supervisors

2. Promotes an amiable working relationship between the business staff, students, parents, and school counselors

3. Promotes cooperative working relationship between the business department staff and representatives of the business community

Research

The supervisor must be concerned with research and recognize its benefits. Among his responsibilities in this area might be:

A. To help define areas requiring research and research problems in those areas

B. To help set up plans and procedures for carrying on research activities whether they be formal or informal kinds of study

C. To present unbiased conclusions to those concerned

D. To interpret and communicate to others pertinent research in the field

E. To encourage business educators to try new ideas and methods to improve instruction and learning in business and office education

F. To make use of research findings (local and other) in evaluating the business curricula of the school

Budgetary responsibilities

Although the final budgetary responsibility is within the domain of the board of education, the local supervisor has responsibilities in planning and advising in budget preparation. These responsibilities include:

A. Cooperating and coordinating with the administration and the purchasing department in short- and long-term financial planning

B. Determining equipment, instructional material, and maintenance needs to provide an adequate program. Assistance in determining nees may be provided by

   1. Teachers
   2. Chairmen of business education departments
   3. Evidence of kinds of equipment and materials used in the community

C. Define needs of the program through a detailed budget request and provide information to support the needs

D. Interpret needs of the program to the administration

Public relations

It is necessary that the supervisor of business and office education promote good public relations not only to relate the work of the school to the local community but also to relate the work of the business and office education program to the total school program. Some guidelines in this task are as follows:

A. Know and work within the policy of the school or school district

B. Establish advisory committees to help set policy and disseminate information about the program

   1. Internal committees composed of administrative, guidance, supervisory, and other school personnel

   2. External committees composed of business, industrial, and other employment service personnel in the area

C. Utilize State Employment Service and other available data, surveys, and personnel to determine employment opportunities in the area. (See Appendix C)

D. Recognize that the best public relations come through the students' acceptance of the program and their enthusiasm in relating this to their peers, parents, and the public

E. Establish rapport with business and industry in the area through direct contact

1. Keep them informed of the developments and scope of the business and office education program

2. Know the present and projected needs of business and industry in the area as it affects the program

3. Cooperate in planning Business-Education Days, field trips and student-teacher visitations

4. Plan and affiliate when possible with groups such as the National Secretaries Association, the Junior or Senior Chamber of Commerce, Business and Professional Women, the American Management Society, the American Society of Women Accountants, the Data Processing Management Association, Sales Marketing Executives, and other professional and service groups

5. Plan and affiliate when possible with in-school clubs and organizations

F. Be alert to use of newspaper, radio, and other communication media to interpret the business and office education program to the public (working through the school's publicity director)

G. Know and be a part of the community by accepting civic responsibilities

H. Be an effective representative for the business and office education program in telephone conversations, correspondence, parent-teacher, and other inter-personal relationships

I. Promote understanding of business and office education programs within the school district,

1. with teachers at all grade levels in all subject areas

2. with guidance personnel

3. with supervisors and administration

Guidance

Guidance should be looked upon as an educational process that goes on continuously throughout the student's school career. The efficiency of the business education program is determined largely by how well the staff understands the program, appreciates its scope, and actively participates in attaining set goals. Participation by members of administration, guidance, and other staff personnel on the Business Education Advisory Committee is essential to such understanding. Effective supervision seeks to guide teachers in recognizing and accepting general aims and then works toward realizing these goals.

Guidance practices may include the promotion of the following:

A. Use of consultation services available for special problems in the guidance of students

B. Use of guidance records

C. Utilization of information for job guidance

D. Orientation of pupils entering the business program

E. Evaluation by teachers and supervisors of ultimate goals

Placement

Placement service is not separated from other guidance services of the school or business department. There is a functional relationship between the findings of the occupational survey, the job analysis, the follow-up, and the business of helping students find jobs. Any one of these, including placement, is not complete in itself, for each complements the other.

Placement practices may be promoted by cooperating with guidance and other personnel office people. Placement practices that the supervisor engaged in may include:

A. Planned program for placement of students

B. Assistance in finding job opportunities

C. Cooperation with existing employment agencies

Follow-up

Follow-up is a special concern of the supervisor as a diagnostic instrument in evaluating and further developing business education programs, as well as in the selection of students for certain programs. It is the responsibility of the supervisor to:

A. Develop and use conscientiously a suitable follow-up survey form. (See Appendix D, "Follow-up Study of Graduates of the Business Course.")

B. Promote follow-up programs and assist teachers, in certain circumstances, to develop instruments to suit particular needs.

C. Complete state requested follow up by December 1 each year.

Evaluation of the program

Evaluation is a continuous process of the administration, the business and office education supervisor, and the business teacher. It is important that these efforts be coordinated for total effectiveness in order that the supervisor may be able to interpret the program to the students, the parents, and the public and be guided in the further development of the program. It is the responsibility of the supervisor to:

A. Develop criteria for evaluation in terms of the objectives and goals of the program and the goals and objectives of the school

B. Evaluate the total program and its parts continuously

C. Consider such specifics as:

1. Physical plant and equipment
2. Organizational structure and staffing
3. Curriculum
4. Special guidance and counseling services
5. Community and school relations
6. Financial effort and ability of the district
7. Library facilities, including audio-visual
8. Equipment pertinent to need in the programs provided
9. Suitability of special programs

For a sample evaluation instrument that may be used to guide the supervisor in developing his own plan for evaluating a school program, see Appendix G, "Criterial for Evaluating the Business Education Department."

Evaluation of student progress

Evaluation of student progress is another important dimension of the total appraisal plan. The supervisor has the responsibility of assisting the teacher in implementing a program of student evaluation that will enable him to determine strengths and weaknesses in the students' work and help him to improve his own efforts in teaching. Some specific examinations to be given at appropriate times are:

A. Aptitude and ability testing for placement in the program

B. Continuing testing to judge student progress

C. Coordination and development of terminal testing for vocational competence and over-all development

Student Teaching Responsibility

Student teaching is an essential element in the pre-service education of teachers. In order to maintain a high degree of professional confidence it is necessary that the best possible kinds of student-teacher laboratory experiences be provided for the aspiring student. As the professional requirements for teaching continues to be up-graded, there has been an increasing agreement among school people and college and university people that student teaching and internship types of experiences are becoming a more vital part of the total professional experience of the student. The teacher has a professional responsibility to assist in enhancing his profession not only to prepare a greater number of teachers to meet public school demands but also to improve the quality of the preparation program. Here is where the supervisor plays a significant part.

Most student-teaching experiences have dual supervision; that is, the college supervisor works through the classroom teacher to direct the student teaching experience. This does not imply that there is no place for the local supervisor to function. On the contrary, the local supervisor of business and office education can give a special assistance to the student-teaching program in the following ways:

A. Cooperate with the principal in identifying competent and qualified cooperating teachers.

B. Impress upon the cooperating teacher the notion that good or bad perception of the profession are often established in the student-teaching experience. If high-calibre people are to be attracted to the teaching field in business and office education, it is essential that student teachers get off to a good start. The student-teaching situation can do much to create a good image of the teaching profession generally and the field of business and office education specifically.

C. Assist the cooperating teacher to identify her role in the student-teaching program and how he can best use his strengths to contribute to the learning experience of the student teacher.

D. Encourage the cooperating teacher to allow the student teacher to use methods other than those demonstrated by the cooperating teacher and to help the student teacher evaluate the effectiveness of all methods used.

E. Assist the cooperating teacher to provide a full round of experiences for the student teacher. There should be a planned program of student-teacher involvement that begins with an orientation to the total school program and participation in routine tasks and "bit" teaching. Gradually the experience for the student teacher should be broadened until he has full responsibility in the teaching experience.

F. Observe the student teacher several times in his actual teaching situation if this is possible. Follow-up conferences arranged with the cooperating teacher and the student teacher are often valuable after an observation.

G. After an observation or a conference, it is a good practice to file an evaluation form with the appropriate individual or department of the school district.

H. Encourage the personnel department or other key administrators to reward those teachers who demonstrate high qualities and willingness to work as cooperating teachers. Reduced load and supplementary pay for these people are worthy objectives that the local supervisor of business and office education can strive for.

I. Work with the supervisory personnel of the cooperating colleges to establish criteria for evaluations and responsibilities of the participating schools. The student teacher is sometimes caught in the middle of two basic philosophies, namely that held by the teacher-education institution and that held by the cooperating teacher. This creates a dilemma for the student teacher. The local supervisor can function as a coordinator and interpreter of philosophies to bring closer harmony and to promote the common goal of providing an optimum laboratory experience for the student teacher.

Part III

Need for Further Study

The workshop group has presented the material in this brochure as tentative suggestions to help the local administrator analyze the job he has to do. It is aware that other areas of responsibility should be elaborated and requests (for the Business and Office Education Area of the Vocational Division of the Department of Education) that supervisors use the materials critically, add other responsibilities that they find they must, or can to advantage, assume, and confer with the State Supervisor of Business and Office Education in improving the suggestions herein made.

Areas in which further study and thought is needed in setting down the responsibilities of the local supervisor of business and office education might include the following:

A. What are the special responsibilities of the supervisor in relationship to special programs, including those for which funds may be received from the state?

B. What are the special responsibilities of the supervisor in relationship to the basic business offerings of the schools?

C. What are the special responsibilities of the supervisor in relationship to the goals, objectives, and standards in each area? Should there be city-wide agreement in these, or should each school set its own?

D. What are the special responsibilities of the supervisor in relationship to setting policies for business education? How does this relate to cooperation between the supervisors, the heads of departments, the teachers in the departments?

E. What are the special responsibilities of the supervisor in coordinating the efforts of the schools within a city in the area of cooperative education: in securing work stations for students, in supervision of students on their jobs, in coordinating the work on the job and the instruction in school, and so on.

Every local supervisor of business and office education will, after some experience and experimentation, be in a position to suggest additions to (and perhaps deletions from) the present materials.

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APPENDIX A

BOE-7
3-3-66
Submit 3

State Department of Education
Division of Vocational Education
BUSINESS & OFFICE EDUCATION SERVICE
65 South Front Street
Columbus, Ohio 43215

_____ County

_____ School District

APPLICATION FOR APPROVAL OF REIMBURSEMENT OF SUPERVISOR OF BUSINESS & OFFICE EDUCATION

Acting on behalf of the _____ Board, I hereby apply for approval of reimbursement of a Supervisor of our Business and Office Education program. This individual meets the minimum qualifications for this position as outlined in the Ohio Plan (1964) Sec. 7.44-2, and will be properly certificated.

NOTE: BOE-7a must be submitted in triplicate with this application.

			DO NOT USE
1. (a) Name _____ (b) Certificate		#	
2. (a) Annual salary to be paid		$	
(b) Effective dates of employment --	From		
	To		
3. Supervise BOE: (Check one)	(a) full time (12 months)		
	(b) ½-time (not less than ½-days)		
4. Supervisor's travel budget (gross)		$	
5. In-school instructional teacher units approvable in BOE programs of:	Cooperative Office Ed		
	Intensive 11-12th BOE		
	Disadvantaged BOE		
6. Total adult vocational class hours _____, at 1,080 hours equivalency per teacher unit based on previous fiscal year's approval = units			
7. Total teacher units approved or approvable (Total of 5 and 6 above) ½-time supervisor must have 5 or more units; full-time, 8 or more			

8. The Business and Office Education Supervisor will report directly to:

Mr. _____, Title _____

I hereby certify that if approved for reimbursement, our Supervisor of Business and Office Education will be assigned the duties and responsibilities as outlined in the Ohio Plan for Vocational Education. The Supervisor for whom reimbursement is requested will not be reported on School Foundation Report SF-1 for consideration under the Foundation program.

Date _____ Signed _____

Title _____

- - - - - - - - - - - - - - - Do not write below this line - - - - - - - - - - - - - -

Application approved for a reimbursement of _____% of Vocational salary of Supervisor of Bus&OffEd not to exceed $_____.

Travel will be reimbursed at ____% rate not to exceed $_____ for year.

Date _____ Signed _____
State Division of Vocational Education

Submit a separate request for each supervisor of approved Business and Office Education programs.

This form, with the accompanying BOE - 7a (Supervisor's time program), will be submitted in triplicate to request vocational reimbursement for the supervisor. It is pointed out that this person may NOT be reported on School Foundation Form SF-1, nor will he be reported on any other vocational supervision request.

Complete the heading including the top right-hand corner.

1. List name and supervisory (or administrator) certificate number.

2. List the gross annual salary as reported to IRS. List effective employment dates.

3. Indicate full or ½-time employment. In no case will employment be considered if less than a ½-day schedule.

4. Travel budgets will be approved for necessary travel within district at existing State rates.

5. List the number of approved (or approvable if in development stage) Business and Office Education units by type of program. A BOE unit is indicated by the number of Foundation Units that will accrue for your approved vocational program.

6. For identification of adult vocational hours, the previous year's approved hours will be reported. Divide these hours of classroom instruction by 1,080, and extend the number into the column as equivalent units.

7. Total the Foundation BOE units and the equated adult units. This total must be 8 or more before entitlement to a Business and Office Education Supervisor reimbursement can be considered; 5 or more for ½-time supervisor.

8. Indicate the line of authority including name and title of person to whom the supervisor reports.

The application will be signed and title indicated by Superintendent, Executive Head, or authorized representative of the school district.

Do not write below the dotted line since this same form will be used for approval. One of the three copies submitted will be returned with information indicated.

Qualifications of local Business and Office Education Supervisors:

(1) College graduate with 45 semester hours in business and office education.
(2) Holds a Master's Degree with a major or minor in BOE, and courses in school administration.
(3) Three (3) years' experience teaching BOE for youth and adults.
(4) Hold or be able to obtain a Supervisor's certificate in BOE; or higher level certificate.
(5) Have had two (2) or more years of work experience in an office.

BOE - 7a
2-21-66
Submit 3

State Department of Education
Division of Vocational Education
BUSINESS AND OFFICE EDUCATION
65 South Front Street
Columbus, Ohio 43215

_____
School District

TIME PLAN OF LOCAL SUPERVISOR OF BUSINESS AND OFFICE EDUCATION

The following plan must be submitted with Application for Approval of Reimbursement for Supervisor.

This plan must be prepared by individual for whom reimbursement is requested.

1. PROMOTIONAL WORK - - - - - - - - - - Estimated average hours per week_____.
   Indicate your plans for promotional work for the coming year, such as the promotion of adult vocational, supervisory training, or in-school courses.

2. SUPERVISION OF INSTRUCTION- - - - - Estimated average hours per week_____.
   Describe your plans for an organized program of observation, evaluation and improvement of the quality of instruction for your program.

3. TEACHER IMPROVEMENT - - - - - - - - - Estimated average hours per week_____.
Indicate your plans and how you intend to work with your instructors in their program of self-improvement (both teacher training and technical training). Explain how you plan to utilize the teacher improvement service to assist your instructors.

4. CONTACT WITH BUSINESS - - - - - - - - Estimated average hours per week_____.
Outline your plans for contacting business and offices and coordinating the school instruction with business and office needs and practices.

5. PLACEMENT AND FOLLOW-UP - - - - - - - Estimated average hours per week_____.
Indicate your plans for placement and follow-up of students.

6. ADVISORY GROUP ACTIVITIES - - - - - Estimated average hours per week_____.
Outline your plans for working with your general advisory committee for business as well as with office advisory groups.

7. CLERICAL OR OFFICE WORK)Program Management)Estimated av. hrs. per week_____.
Indicate how you intend to handle this phase of your work (purchase of supplies, attendance problems, reports and records and other office details without taking more than 10% of your reimbursement time.

8. REVISION & DEVELOPMENT OF INSTRUCTIONAL MATERIALS Est. Av. Hrs. per week_____.
Describe your plans for the year and the areas in which you intend to work on instructional materials.

9. **PROFESSIONAL IMPROVEMENT**
Outline your plan for your own professional improvement during the coming year (college work, workshop, conferences, etc.).

10. RESEARCH & LOCAL STUDIES - - - - - - Estimated average hours per week_____.
Indicate any areas in which you plan to make surveys or studies this year. List any special problems on which you intend to work that may have implications on a statewide basis.

11. SUPERVISING OTHER PROGRAMS - - - - - Estimated average hours per week_____.

Check ( ) Adult Education (non-vocational)
( ) Other Specify:

I respectfully submit the above plan for Local Supervisor of Business and Office Education for the fiscal year July 1, 19__ to June 30, 19__.

SIGNED _____.

DATE _____

Appendix C

SURVEY OF BUSINESS OFFICES AND STORES
Business Education Department

Firm Name_____Address_____

Completed By_____Title_____

1. Indicate by number the positions in your office or store, which if they were vacant, would be filled by students completing the high school business education course.

_____a. Bookkeeping
_____b. Clerical
_____c. Selling
_____d. Stenographic

2. Approximately how many graduates of the business education department do you employ each year?_____. If you employ less than one a year, how many do you employ over a five-year period?_____.

3. Below are listed deficiencies found in office employees. Please check those you find most prevalent in the high school graduates that you employ in your office.

General

_____a. Failure to follow directions
_____b. Failure to use common sense on the job
_____c. Inability to manage personal business affairs efficiently
_____d. Indifference
_____e. Lack of initiative
_____f. Lack of pride in work and in seeing the job to completion
_____g. Lack of willingness to do "little extras"
_____h. Poor attendance
_____i. Poor grooming
_____j. Tardiness
_____k. Tendency to waste time
_____l. Others:_____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Skills

_____a. Failure to check work for accuracy
_____b. Illegible handwriting
_____c. Inability to answer telephone correctly
_____d. Inability to compose letters
_____e. Inability to spell
_____f. Inability to type with speed
_____g. Insufficient knowledge of arithmetic
_____h. Insufficient knowledge of filing
_____i. Insufficient knowledge of bookkeeping
_____j. Insufficient knowledge of duplicators
_____k. Insufficient skill in using adding-listing machines and calculators
_____l. Insufficient speed in taking dictation
_____m. Poor organization of work
_____n. Poor punctuation
_____o. Others:_____
_____ _____

4. What recommendations can you make for the high school to improve its business education course?_____
_____
_____
_____
_____
_____

5. Please list the number of each kind of machine used in your office as indicated below:

	Electric	Non-Electric		Electric	Non-Electric
Full-Keyboard Adding-Listing Machines			Stencil Duplicators		
Ten-Key Adding-Listing Machines			Transcribing Machines		
Key Driven Calculators			Typewriters		
Rotary Calculators			Others Machines		
Fluid Duplicators					

6. How many typewriters in your office have elite type?_____. How many have pica type?_____

7. Should the business education department offer instruction on the following types of machines?

Yes	No		Yes	No	
____	____	a. Full-keyboard adding-listing machines	____	____	e. Fluid duplicators
____	____	b. Ten-key adding-listing machines	____	____	f. Stencil duplicators
____	____	c. Key-driven calculators	____	____	g. Transcribing machines
____	____	d. Rotary calculators	____	____	h. Others:_____
			____	____	_____
			____	____	_____

Appendix D

FOLLOW-UP STUDY OF GRADUATES OF THE BUSINESS COURSE
Business Education Department

Name_____ Maiden Name_____

Name and Address of Employer_____

Present Position_____

1. Check any definite difficulty you have experienced through the lack of a specific skill or qualification such as:

_____Accuracy	_____Initiative	_____Speed and skill
_____Arithmetic	_____Interest	_____Spelling
_____Business ethics	_____Neatness in work	_____Work habits
_____Cooperation	_____Penmanship	_____Others:_____
_____English or grammar	_____Punctuality	_____
_____Good grooming	_____Self-evaluation of work	_____

2. In the line of your work, list the courses that helped you most. (1)_____ _____(2)_____ (3)_____.

3. What specific problems did you encounter in the early stages of your work that further preparation in school might have helped you solve?_____

4. Did you have to take any tests to secure your job?_____Yes _____No. If your answer is "Yes", what is the name, type, and/or description of test?_____

5. Have you taken or are you now taking any additional courses beyond high school?_____ _____Yes _____No. If your answer is "Yes", please complete the following:

Name of Institution_____
Name of Courses_____

6. What other jobs, in addition to the one you have now, have you had since graduation?

Employer:	Address:	Type of job:	Reason for leaving:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

7. Other comments which might be helpful:_____

8. Check in Column I the duties of all jobs you have held since graduation. If you have placed a check under Column I, please also check the degree (Columns II, III, or IV) to which you feel your high school education prepared you for these duties.

I Duties	II Extensive Preparation	III Adequate Preparation	IV Inadequate Preparation
CLERICAL AND SALES			
_____Cashier work	_____	_____	_____
_____Cut stencils	_____	_____	_____
_____Decorate store windows and counters	_____	_____	_____
_____Filing and Indexing	_____	_____	_____
_____Handling Incoming and outgoing mail	_____	_____	_____
_____Information desk work	_____	_____	_____
_____Operate switchboard	_____	_____	_____
_____Prepare advertising for newspapers, circulars	_____	_____	_____
_____Price figuring and marking	_____	_____	_____
_____Retail selling	_____	_____	_____
_____Sort papers	_____	_____	_____
_____Take inventory	_____	_____	_____
_____Time-keeping	_____	_____	_____
_____Typewriting (envelopes)	_____	_____	_____
_____Typewriting (straight copy)	_____	_____	_____
_____Wrapping packages	_____	_____	_____
_____Others:_____	_____	_____	_____
SECRETARIAL AND STENOGRAPHIC			
_____Compose letters	_____	_____	_____
_____Compose and send telegrams	_____	_____	_____
_____Make appointments	_____	_____	_____
_____Proofreading	_____	_____	_____
_____Receive callers	_____	_____	_____
_____Take dictation using shorthand	_____	_____	_____
_____Use business reference books	_____	_____	_____
_____Use telephone	_____	_____	_____
_____Use timetables and make reservations	_____	_____	_____
_____Others:_____	_____	_____	_____

	II Extensive Preparation	III Adequate Preparation	IV Inadequate Preparation
BOOKKEEPING			
_____Cost figuring	_____	_____	_____
_____Figure discounts	_____	_____	_____
_____Keep a full set of books	_____	_____	_____
_____Keep checkbook	_____	_____	_____
_____Make out bills for customers	_____	_____	_____
_____Make original entries	_____	_____	_____
_____Pay roll work	_____	_____	_____
_____Posting	_____	_____	_____
_____Prepare financial reports	_____	_____	_____
_____Reconcile bank statements	_____	_____	_____
_____Verifying postings	_____	_____	_____
_____Others:_____	_____	_____	_____
OPERATION OF OFFICE MACHINES			
_____Full Keyboard adding-listing machines	_____	_____	_____
_____Ten Key adding-listing machines	_____	_____	_____
_____Key-Driven calculators	_____	_____	_____
_____Rotary calculators	_____	_____	_____
_____Posting or bookkeeping machine	_____	_____	_____
_____Keypunch machine	_____	_____	_____
_____Copy machine	_____	_____	_____
_____Fluid (chemical) duplicator	_____	_____	_____
_____Mimeograph	_____	_____	_____
_____Voice transcribing machines	_____	_____	_____
_____Typewriters (non-electric)	_____	_____	_____
_____Typewriters (electric)	_____	_____	_____
_____Others:_____	_____	_____	_____

Appendix E

CRITERIA FOR EVALUATING THE BUSINESS EDUCATION PROGRAM (*)

Guiding Principles

The primary objectives of business education are to prepare students for entrance into business careers and to enable them to render efficient service in their vocations so that they may advance to higher levels of employment. To this end, business education gives training in the following business services, which involve both mental and manual activities; (1) services that pertain to financing, organizing, staffing, housing, and managing a business enterprise; and (2) services that pertain to facilitating business, such as those performed by typists, stenographers, secretaries, bookkeepers, and clerical workers. The nature and the function of the business education program are reflected in the following objectives:

To offer specialized training in developing useful and marketable skills for beginning office workers

To establish a foundation for further education related to the opportunities that stimulate the ambitions of the student beyond the secondary level

To provide education for intelligent participation in business life as a consumer

To develop social and economic understandings that use human and material resources for the best interests of the individual and the community

To develop proper attitudes, habits, and ideals that will promote wholesome and successful relationships in business and everyday life

To discover and direct the special abilities and aptitudes of students for business occupations and practices

To enable students to acquire certain knowledge and skills in the business subjects for personal and part-time vocational use

Courses are offered in both general and vocational business education to all students, both boys and girls. The subjects that provide a fundamental understanding of business and develop competencies helpful in planning and managing personal and business affairs constitute general business education, for example, Introduction to Business, Business Law, and Business Economics. The subjects that equip the student with marketable office skills necessary for employment in business constitute vocational business education, for example, Typewriting, Shorthand, Bookkeeping, Business Arithmetic, and Office Practice.

(*) as drafted by Noble Fritz for use in Montgomery County, Maryland Schools

Instructions for Use

The items on the checklists represent conditions, provisions, and characteristics found in a good business education program. The checklists should accurately and completely portray the program, facilities, and practices of the school.

The items on the following checklists are to be marked according to a five-point scale as explained below.

E. The provision or condition is made to a high degree.

S. The provision or condition is made to some extent but improvement is desirable.

L. The provision or condition is limited or missing but is needed.

M. The provision or condition is missing but its need is questioned.

N. The provision or condition is not desirable or does not apply.

The items listed under "Evaluation" at the end of each section represent the judgment of the evaluator(s) about the portion of the program included in the section, and should reflect a composite of the evidence of the ratings given to the detailed items in the section.

5. Excellent

4. Very good

3. Good

2. Fair

1. Poor

M. Desirability of the item is questioned

N. Provision or conditions are missing or do not apply

I. Administration and Organization of Department

A. Physical Plant Facilities and Equipment and Supplies

_____1. Rooms for business education are grouped together.

_____2. The office practice and typewriting rooms are located or soundtreated so that the noise of the machines will not interfere with instruction in other classes.

_____3. Adequate storage facilities are provided either in each business education room or in an area of the department.

_____4. All rooms have adequate bulletin board space.

_____5. Washing facilities are readily accessible.

_____6. Adequate lighting is provided.

_____7. Bookkeeping rooms, business mathematics, introduction to business, and shorthand classrooms have a minimum of 25 running feet of chalkboard.

_____8. Office practice and typewriting rooms have a minimum of 15 running feet of chalkboard.

_____9. There is a sufficient number of electrical outlets in the classrooms.

_____10. The size and shape of the classrooms permit layouts suitable to the purpose of the course.

_____11. Most of the following items of audio-visual equipment are readily available for all business teachers:

_____Motion picture projectors

_____Filmstrip and slide projectors

_____Opaque projectors

_____Overhead projectors

_____Copying machines

_____Record players

_____Tape recorders

____12. Facilities for the showing of projected materials are readily available in all business education classrooms.

____13. Each business education room has at least one four-drawer file cabinet.

____14. Both manual and electric typewriters are replaced on a systematic basis.

____15. Equipment is maintained in satisfactory condition.

____16. There is an adequate supply of typewriters and other office machines.

____17. There is an adequate diversity of typewriters and other office machines.

____18. Bookkeeping tables are provided for bookkeeping instruction.

B. Personnel Policies

____1. The school administration is aware of a well-balanced total program and is cognizant of the importance of the business education program in relation to other programs within the school.

____2. The guidance counselors understand all facets of the business education program and use a proportionate amount of their time and effort in working with students who have business education objectives.

____3. The guidance counselors have sufficient background in vocational business education to furnish students with adequate occupational information about business.

____4. The head of the business education department, a business teacher, or a counselor talks to all ninth grade students about the business curriculum.

____5. An effort is made to guide students of all ability levels into the business education curriculum if they have aptitudes and interests in it.

____6. An effort is made to encourage boys who have an aptitude for office work to enroll in the business curriculum.

_____7. The school has a business club or an F.B.L.A. chapter.

_____8. Books and pamphlets relative to the area of business are available in the library and are used by students.

_____9. The business education department works with the counselors in job placement.

____10. The business education department and the counselors cooperatively have a follow-up program of business education graduates.

____11. When there are two or more business teachers, one of them is designated as chairman of the department.

____12. The chairman of the business department with five or more teachers has at least one period a day to devote to administration and supervisory duties.

____13. The principal or an assistant principal in charge of instruction visits each teacher at least every six weeks for the purpose of observing a lesson.

____14. The observation is followed by a conference with the teacher.

____15. The department head maintains an inventory of equipment and coordinates supply and textbook requests for the department.

____16. The need for and selection of equipment is determined on a cooperative basis by the total business education staff and the administration.

____17. The teachers of the business education department meet at least once a month.

____18. The department meetings include consideration and discussion of issues for improving the instructional program and are not devoted primarily to mere procedural items.

____19. Special help is given to teachers who have apparent teaching weaknesses by the principal, assistant principal in charge of instruction or by the supervisor (upon request).

____20. Special care is exercised in scheduling classes to permit teachers to be in the same room for most or all of the day.

____21. Insofar as possible, vocational business education students are scheduled in separate classes apart from non-vocational students.

____22. Class size is kept to reasonable numbers and is determined by the type of instruction, type of subject, and available work areas.

Evaluations

_____1. How well do the physical facilities meet the needs of the business education program?

_____2. Is the amount of equipment sufficient to fully implement the program?

_____3. Is the variety of equipment sufficient to fully implement the program?

_____4. How well do personal policies contribute to effective instruction?

_____5. How adequate is the guidance service for business education?

II. Balance and Scope of Program

A. Curriculum

_____1. Vocational business education is available to all students who need and can profit by it.

_____2. Basic business courses such as introduction to business, business economics, and business law are available to business students and other students who can profit by them.

_____3. Work experience is provided for students preparing for employment in office occupations.

_____4. The business education program is flexible enough that it assists in encouraging students to stay in school.

_____5. The school (if large enough) is gradually phasing into the revised business education program patterns described in the Program of Studies which will allow for a higher degree of specialization in business areas.

_____6. Students specializing in vocational areas are assisted in developing at least one skill to job standard efficiency.

_____7. Vocational business education emphasises the development of personal and social competencies necessary for successful employment.

_____8. Courses emphasize the need for development of ethical business practices and standards for conduct of business.

_____9. Vocational business education provides an understanding of desirable employer-employee relations.

____10. Basic business courses emphasize the consumer aspects of business and an understanding of the American free enterprise system.

____11. Non-business education students are encouraged to supplement their regular course work with business education sequences.

____12. All business education students are encouraged to enroll in introduction to business.

____13. All business education students are encouraged to enroll in business arithmetic.

____14. All business education students are encouraged to enroll in office practice.

____15. Bookkeeping II is for students who have a special interest in bookkeeping or accounting as a career and who have done above average work in beginning bookkeeping.

____16. Business students are encouraged to enroll in business law and business economics.

____17. Additional time allotments are provided in certain sequences (when necessary) so that students will be certain to have marketable skills. For example: Allowing additional time for shorthand transcription.

Evaluations

_____1. How adequate are the course offerings in basic business?

_____2. How adequate are the course offerings that equip the student with marketable office skills necessary for employment in business?

_____3. How adequately developed are proper attitudes, habits, and ideals that promote successful relationships in business and everyday life?

III. Direction of Learning

A. Staff

_____1. Teachers are keeping abreast of changing job requirements and classifications.

_____2. Teachers are giving emphasis to educating youth in making wise choices, both in reference to the selection of business products and services, and the methods of paying for them.

_____3. Teachers are adapting their instruction program for groups that are heterogenous.

_____4. Teachers are keeping themselves apprised of developments in the economy in an era of rapid growth and technological change.

_____5. English, both oral and written, is emphasized as an integral part of every business course.

_____6. Teachers do not place major emphasis on "covering material" to the detriment of having students master skill and knowledges.

_____7. Teachers have a thorough background in economics and business procedures.

_____8. Teachers have a good background in the skill areas.

_____9. Teachers have a strong English background.

_____10. Teachers have had successful work experience in business.

_____11. Teachers maintain active participation in in-service education through formal study, and other professional activity.

_____12. Teachers use up-to-date instructional techniques.

_____13. Teachers vary classroom activities to meet the needs, interests and abilities of the students.

_____14. Teachers make adequate use of audio-visual and other instructional equipment.

_____15. Teachers exemplify the qualities of neatness, orderliness, and good organization practices in all classroom activities.

_____16. There is a willingness on the part of teachers to try new ways of directing learning.

____17. The instructional staff meets Maryland vocational education certification requirements as follows:

_____(a) Has a bachelor's degree from an accredited institution.

_____(b) Has not less than 18 semester hours in a planned program of professional education including courses in special teaching, methods and student teaching experience, plus not less than 36 semester hours in business and office education.

_____(c) Valid office education teaching certificate.

B. Instructional Materials

_____1. Textbooks and workbooks are selected by the business education staff in cooperation with the school administration.

_____2. Standard up-to-date dictionaries and handbooks for secretaries are readily accessible in sufficient numbers for instruction.

_____3. A teacher's file of supplementary materials is maintained.

_____4. Teacher-prepared materials, such as curriculum guides, study guides, specialized drills, and problems are available.

_____5. Up-to-date samples of local business forms, records, and pamphlets are available.

_____6. Newspapers and periodicals concerning business and business education are available.

_____7. Appropriate types of audio-visual equipment are available.

_____8. Appropriate audio-visual supplies are available.

_____9. Recent reports on business conditions and trends are used.

____10. An ample amount of printed supplementary materials is provided such as drill books, practice sets, and workbooks.

____11. An ample supply of supplementary textbooks is available both for teacher and student use.

C. Instructional Activities

_____1. Instruction is consistent with the objectives of the business education program which, in turn, are based upon the accepted long-range needs of business.

_____2. There is careful planning and preparation for teaching.

_____3. Business resources of the community are used.

_____4. Individual differences of students are considered in planning and conducting classes.

_____5. Ample drill procedures are used in skill subjects.

_____6. A part of the instructional period is provided for students to prepare homework assignments.

_____7. Students spend more time "doing" than the teacher spends in talking and discussing.

_____8. Each lesson is approached with specific objectives in mind.

_____9. Each lesson is evaluated to determine the extent to which learning has taken place.

____10. Development of effective work habits is stressed.

____11. Business teachers work cooperatively with other teachers (especially English teachers) in coordinating instruction.

____12. Remedial instruction is provided as needed.

____13. Pretests are administered in basic business courses in order to provide teachers with a direction of emphasis in presenting new subject matter.

____14. In subjects where countywide standards have been adopted, teachers are adhering to them.

____15. The chalkboard is used extensively in the teaching-learning process.

D. Characteristics of Specific Subject Offerings

Bookkeeping

_____1. Bookkeeping is offered above the tenth grade level.

_____2. Students learn to interpret and record business transactions.

_____3. Special emphasis is placed on improving handwriting and developing neatness and orderliness.

_____4. A definite attempt is made to improve the fundamental skills of arithmetic.

_____5. An understanding of the need and use of systematically kept bookkeeping records is developed.

_____6. Students are taught bookkeeping ethics.

_____7. Workbooks are provided for use of each student enrolled in bookkeeping.

_____8. Each student works a minimum of one complete practice set a year with business papers.

_____9. Students are required to use ink in completing the majority of their work.

_____10. The teacher does not use the key in class, nor does he lend it to pupils to use.

_____11. Actual business forms and financial reports used in business are presented to the class for their interpretation.

_____12. An ample amount of student work is placed on display.

_____13. Short quizzes and periodic tests are used to evaluate student progres s.

_____14. Periodic tests include theory and practical application of theory.

_____15. There are at least two adding machines and at least one posting machine in the bookkeeping room that are used by students who have been taught to operate them properly.

____16. Individual differences are provided for by permitting able students to progress at their own rate.

____17. Individual differences are provided for within a class by having less able students work from recordkeeping textbooks.

____18. Where it can be justified, recordkeeping and bookkeeping students should be scheduled separately.

____19. The teacher makes frequent and effective use of the overhead projector.

Business Arithmetic

____1. Business arithmetic is a prerequisite to bookkeeping or is taken concurrently with bookkeeping.

____2. The teacher does not use the key in class, nor does he lend it to pupils to use.

____3. The teacher uses the chalkboard frequently and has a specific method of placing problems on the board.

____4. Each pupil has a chance to work one or more problems on the chalkboard at least once a week.

____5. Extensive use is made of diagnostic tests in planning the instructional program.

____6. Examinations, so administered that no pupil can complete all of the problems, are occasionally given to test speed.

____7. As a result of tests or oral recitation, the teacher maintains a record of the strengths and weaknesses of each pupil in the fundamental processes.

____8. Warmup exercises are used at least every other day.

____9. The teacher is careful to define the business terminology of a written problem.

____10. When possible, a written problem is not taught as an isolated situation; but some background explanation is given to set it in a business situation.

____11. Emphasis is placed on writing figures legibly and neatly.

____12. Instruction is given in proving all types of problems in a different manner from the way they were originally worked.

____13. Pupils learn how to use tables for short-cut calculations.

____14. Pupils learn to estimate answers, especially in division and multiplication.

____15. Pupils learn to check figures that have been copied from a book, another paper, or the chalkboard.

____16. Pupils usually have time in class to start homework problems which have been explained carefully.

____17. Frequent quizzes are given to evaluate learning.

____18. An extensive amount of drill is provided concerning the principle to be learned.

____19. The teacher varies the daily procedure in order to maintain interest and stimulate enthusiasm in the class.

____20. The course is taught primarily from the business point of view rather than the personal-use objective.

____21. The Curriculum Guide In Business Arithmetic is used consistently.

Introduction to Business

_____1. Introduction to business is offered to vocational business pupils before they enroll in subjects such as bookkeeping, shorthand, and typewriting.

_____2. Students in other curriculums are encouraged or have the privilege to elect general business.

_____3. Project or activity methods are utilized in general business.

_____4. Supplementary books are used to enrich the content matter.

_____5. Visual aids such as business forms, filmstrips, motion pictures, and pamphlets are frequently used.

_____6. Wherever possible application is made to daily living situations, such as available safeguards in handling money (checks, money orders, etc.) and practice given in filling out real forms.

_____7. An attempt is made to teach pupils to use goods and business services economically.

_____8. A definite attempt is made to promote good spelling and to acquire a basic business vocabulary.

_____9. Whenever possible instruction is geared to the activities, ambitions, and experience of teen-age pupils.

____10. One of the main purposes of general business is to develop in the pupils an appreciation of the American system of free enterprise.

____11. Job opportunities related to the various types of business enterprise studied are highlighted consistently.

____12. The teacher varies classroom procedure.

____13. Teaching methods are adapted to fit the abilities and attitudes of the class.

____14. The teacher is enthusiastic about the subject.

____15. Frequent evaluations of knowledges, skills and understandings are made.

Office Practice

_____1. Office practice is taught in the twelfth grade and is designed as a finishing course for vocational business pupils.

_____2. At least one year of typewriting is a prerequisite for any pupil who enrolls in office practice.

_____3. Secretary's handbooks are available for pupil learning and pupil use.

_____4. The use of reference books (telephone directory, city directory, dictionary, etc.) is part of the instruction.

_____5. Students learn to apply and be interviewed for an initial position.

_____6. Students are oriented about business conduct, and the necessity of cooperation with fellow-workers is emphasized.

_____7. Students are given detailed instruction in the handling of incoming and outgoing mail, the use of the telephone and telegraph services, and the handling of travel arrangements.

_____8. During the school term each student cuts at least five stencils and types five liquid duplicator master sheets, and runs them off on the respective machines.

_____9. Filing is taught on the battery rather than on the rotation plan.

____10. Miniature filing practice sets or workbooks are provided for each pupil.

____11. Machines in the office practice room include typewriters, liquid and stencil duplicating equipment, transcribing machines, ten-key and full-keyboard adding-listing machines, rotary calculators, and posting machines.

____12. Enough machines are housed in the office-practice room so that each pupil has a machine to operate when the class is concerned with this type of work.

____13. The transcribing machines are located as far away from the other machines as possible to insure the greatest degree of quietness.

____14. Washing facilities are available in the office-practice room.

____15. The pupils are held responsible for the orderliness of the room.

____16. Students are made aware of the quality and marketability of their work.

____17. Students give evidence of the ability to apply their training in a job situation.

____18. The students operate business machines in terms of quality and quantity established for the class.

____19. The students understand the full potential of each machine they learn to operate.

Shorthand

_____1. Such factors as results of prognostic tests and success in English and typewriting are considered in counseling students who wish to elect shorthand.

_____2. Students who desire to enroll in shorthand are given guidance information by a business teacher regarding the following: need for ability to use correct grammar in the transcription process; kind and amount of homework and study that will be necessary; and some idea of what shorthand is like.

_____3. Two years of shorthand instruction are offered in grades eleven and twelve to vocational-business students.

_____4. Each pupil is aware of the standards he must attain to pass a course in shorthand, and the standards for second year shorthand are commensurate with vocational requirements for beginning stenographic employees.

_____5. Students use both pencil and pens in taking shorthand.

_____6. Students are given assistance in developing correct study habits for learning shorthand.

_____7. Homework provides for both the constant review of old outlines and the practicing of new ones.

_____8. Homework assignments in shorthand assignments are kept within reasonable limitations.

_____9. A record player, theory dictation records, and advanced dictation records are available to all shorthand classes and to pupils during their free periods.

_____10. A supply of dictation records is available in the library for students who desire to use them for practice at home.

_____11. The chalkboard is used regularly by the teacher for demonstration and drill.

_____12. Stop watches are available to the instructors as part of the equipment of the shorthand class.

____13. Transcripts are graded on the basis of mailability.

____14. The teacher who offers first-year shorthand to a group of pupils is assigned to teach second-year shorthand to the same group, if possible.

____15. In second-year shorthand, there is a definite schedule for dictation and transcription.

____16. In second-year shorthand, dictation is given at least twice by people other than the teacher.

____17. In second-year shorthand, office-style dictation is given toward the end of the year, and transcripts involving multiple carbons, envelopes, and enclosures are required.

____18. In second-year shorthand, pupils have access to typewriters during the same period that instruction in shorthand is given or during the following period.

____19. A tape recorder and dictation tapes are available to all shorthand classes.

____20. Dictation laboratories or multi-headset equipment is used consistently as a means of providing for individual differences in the ability to take dictation.

Typewriting

_____1. All nonbusiness education students are encouraged to elect at least a year of typewriting.

_____2. Each pupil is aware of the standards he must attain to pass a course in typewriting, and there are standards for production and straight copy work.

_____3. Students are kept informed of their progress periodically.

_____4. Students are taught to erase properly and to clean and care for their typewriters.

_____5. In second-year typewriting, students work on practical problems. This may be a case of furnishing workbooks and practice sets to the students.

_____6. Vocational-business pupils change typewriter ribbons at least four times before graduation.

_____7. Vocational-business students receive training on an electric typewriter.

_____8. At least eight dictionaries are available in each typewriting classroom.

_____9. Typewriters with open keyboards, rather than blanked-out keyboards, are used.

_____10. At least three utility typewriters are housed in each typewriting room for use when the regularly used typewriters break down.

_____11. Typewriting desks or tables vary in height between 27 and 30 inches.

_____12. Posture chairs, 16 to 18 inches in height, are provided in the typewriting room.

_____13. All typewriting desks or tables face the same direction.

_____14. Each desk or table in the typewriting room contains not more than one typewriter.

_____15. Each typewriting room has a typewriting demonstration stand which the teacher uses for demonstration purposes in instruction.

_____16. A drawer, in one of the filing cabinets, is available where students can leave their work.

_____17. Each typewriting room has as part of its equipment a stapler, an interval timer, and a paper cutter.

_____18. Typewriter repair records are kept up to date.

_____19. Permitting students to move typewriters from one table to another is discouraged.

_____20. Laying textbooks and other materials on the top of typewriters is discouraged.

_____21. Supplementary drill books are available for use of students.

_____22. Proofreading is an integral part of the typewriting program.

____23. Teaching techniques are varied so that lessons do not fall into deadly routines.

____24. Teachers spend most of their time walking around the classroom, observing and helping students as they work.

____25. The teacher establishes that each student is, in reality, in competition with himself, not others.

E. Evaluation

Methods:

_____1. The types of evaluation used are determined by the course objectives.

_____2. A variety of tests is used (e.g., teacher made, and standardized objective, essay and performance tests.)

_____3. Individual aptitudes, abilities, work habits, and character traits are factors considered in evaluation of students.

_____4. Evaluation of vocational business knowledge, skills, and understanding is made in terms of requirements for initial employment.

_____5. Follow-up studies are made as a means of evaluating the effectiveness of instruction.

_____6. Evaluation is both comprehensive and continuous.

_____7. Informal evaluating techniques are used such as observation, interview, role playing, class discussion, and group interaction.

Uses:

_____1. Tests are used to improve student learning.

_____2. Tests are used to determine progress toward well-defined objectives.

_____3. Tests are used to determine the effectiveness of teaching.

_____4. Tests are used to discover weaknesses and strengths in students.

_____5. Tests are used to improve instruction.

_____6. Tests are used to obtain information for remedial instruction.

_____7. Tests are used to assign marks or grades.

_____8. Tests are used as a means of gaining employment.

Evaluations

_____1. How adequate are the teaching techniques of the instructional staff?

_____2. How adequate is the preparation of the staff in basic business subjects?

_____3. How adequate is the preparation of the staff in the skill subjects?

_____4. How adequate is the quantity of instructional materials?

_____5. How effectively are instructional materials used?

_____6. How frequently used are resource materials from the community?

_____7. How frequently used are resource people from the community?

_____8. How adequate is the planning and preparation for instruction?

_____9. How extensive is instruction adapted to individual differences of students?

____10. To what extent are pretests used in the basic business subjects?

____11. To what extent is each lesson evaluated to determine the extent to which learning has taken place?

____12. Is evaluation frequent and comprehensive?

____13. To what extent are test results used for purposes other than grades?

IV. Outcomes

_____1. To what degree are students developing knowledge and understanding necessary for beginning employment in business?

_____2. To what degree are students developing skills and techniques necessary for employment in business?

_____3. To what extent are students developing attitudes and appreciation necessary for desirable employer-employee relations?

_____4. To what extent are students developing ethical standards related to business?

_____5. To what extent to representatives of business approve of and cooperate with the program in business education?

_____6. How successful are graduates in the occupations for which they were prepared?

Commendations and Recommendations

1. What are the strengths of the business education program?

   a.

   b.

   c.

   d.

2. What improvements should be made in the program?

   a.

   b.

   c.

   d.

V. General Evaluation

_____1. Does the school provide a business education program commensurate with the Guiding Principles?

_____2. Is the program sufficiently individualized to permit each student to develop his maximum potential in office occupations training?

_____3. To what extent is the school seeking solutions to problems identified by this instrument?

Appendix F

FORM TITLE	FORM NO.	DUE DATE
BOE-COE-DAVY Preliminary Application	BOE-1	
In-School Final Application	BOE-2	Sept. 20
In-School Summary Sheet	BOE-2a	Sept. 20
In-School Class Schedule	BOE-2	Sept. 20
In-School Year End Report	BOE-2c	June 25
COE Final Application	BOE-3	Sept. 20
COE Teacher Schedule Sheet	BOE-3	Sept. 20
COE Student Employment Report	BOE-3 White	Sept. 20
COE Mid-Year Report Instructor-Coordinator	BOE-4	Feb. 10
COE Mid-Year Student Employment Report	BOE-3 Blue	Feb. 10
COE End of Year Student Employment Report	BOE-3 Yellow	June 30
Monthly Time Travel Report	BOE-6	5th of each month
Adult Preliminary Application	BOE-1a	
Adult Statistical Report of Teachers	BOE-8a	
Adult Statistical Report of Enrollments	BOE-8b	
Adult Affidavit	BOE-8	
Technical Education Preliminary Application	BOE-1b	
Application for Reimbursement of Supervisor	BOE-7	
Time Plan of Local Supervisor	BOE-7a	